

# Mark Scheme (Results)

Summer 2014

GCSE Religious Studies (5RS10/01)  
Unit 10: Roman Catholic Christianity

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Summer 2014

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## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**Although the assessment objectives are weighted separately, they are inter-related.**

**AO1 requires informed insight and awareness of differing viewpoints, and AO2 requires knowledge and understanding of the specification content.**

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

## UNIT 10: Roman Catholic Christianity

Question Number	Correct Answer	Partially correct answers	Reject	Mark
1(a) AO1	<ul style="list-style-type: none"> <li>• (the belief that) Jesus was not conceived through sex</li> <li>• Jesus was conceived by God</li> <li>• Mary conceived/gave birth without sex</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• being conceived without sex</li> <li>• Jesus' birth</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Any answer that defines another key word.</p> <p>(0)</p>	2

Question Number	Answer	Mark
1(b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that members of a religious community can show love of others are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• they can pray for others</li> <li>• they can help poor people</li> <li>• they can show love by teaching others</li> </ul> <p>Answers which do not think that members of a religious community cannot show love of others are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• some members never leave their houses</li> <li>• praying isn't really helping people</li> <li>• they are more interested in their own salvation</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. they can help poor people)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. they can help poor people, which is imitating Jesus who loved the poor)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
1(c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• it is taught in the Book of Genesis</li> <li>• it shows God's power</li> <li>• it means people are God's children</li> <li>• it means the world is holy/good</li> <li>• it gives life meaning/purpose</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two reasons with one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Correct Answer	Partially correct answers	Reject	Mark
2(a) AO1	<ul style="list-style-type: none"> <li>• official teaching of the Roman Catholic Church</li> <li>• summary of Christian belief</li> <li>• Roman Catholic Teachings</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• (Christian) teachings</li> <li>• (Christian) beliefs</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Any answer that defines another key word.</p> <p>(0)</p>	2

Question Number	Answer	Mark
2(b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that it is important for Christians to believe there is only one God are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it is taught in the Bible</li> <li>• it is proclaimed in the creeds</li> <li>• it means God is all-powerful</li> </ul> <p>Answers which do not think that it is not important for Christians to believe there is only one God are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• other religions believe in more than one god, so why not Christians?</li> <li>• what God does is more important</li> <li>• it makes more sense to believe in many Gods</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it is taught in the Bible)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. it is taught in the Bible, for example in the First Commandment)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
2(c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• the Bible teaches that loving others is the heart of religion</li> <li>• Jesus taught his followers to love others</li> <li>• Jesus loved others and Christians follow his example</li> <li>• loving others is part of the Golden Rule</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two reasons with one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Correct Answer	Partially correct answers	Reject	Mark
3(a) AO1	<ul style="list-style-type: none"> <li>• Churches that are in communion with the Church of England</li> <li>• Churches founded from the Church of England</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• Protestant Churches</li> <li>• the Church of England</li> <li>• an example of an Anglican Church</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>References to churches (with lower case c)</p> <p>Any answer that defines another key word.</p> <p>(0)</p>	2

Question Number	Answer	Mark
3(b) AO2	<p><b>Indicative content</b></p> <p>Answers which think the Bible is important for Roman Catholics are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it is the holy book for all Christians</li> <li>• all Catholic teaching comes from the Bible</li> <li>• it contains the teaching of Jesus</li> </ul> <p>Answers which do not think the Bible is important for Catholics are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it is out of date</li> <li>• many Catholics do not read the Bible</li> <li>• the Bible needs to be interpreted by the Magisterium</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it contains the teaching of Jesus) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. it contains the teaching of Jesus, which tells Catholics how to get to heaven) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
3(c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• they are the successors of the Apostles</li> <li>• they teach the Catholic Faith</li> <li>• they run the Dioceses</li> <li>• they can ordain priests</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two reasons with one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
3 (d) AO2	<p><b>Indicative content</b></p> <p>Reason for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• priests teach about God</li> <li>• the Church provides the Sacraments</li> <li>• the Holy Spirit guides the Church</li> </ul> <p>Reason for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• people find faith in reading the Bible</li> <li>• people inherit their faith from their parents</li> <li>• some find faith in seeing the example of others</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially correct answers	Reject	Mark
4(a) AO1	<ul style="list-style-type: none"> <li>• all the people of the Church who are not chosen to be bishops or priests or deacons</li> <li>• The people of the Church who are not ordained</li> <li>• the congregation in a church</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• ordinary Christians</li> <li>• Roman Catholic people</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Any answer that defines another key word.</p> <p>(0)</p>	2

Question Number	Answer	Mark
4(b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that the Virgin Mary is important for Roman Catholics are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• she is a role model</li> <li>• she is the Mother of God</li> <li>• people can pray to God through her</li> </ul> <p>Answers which do not think that the Virgin Mary is not important for Roman Catholics are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• she was just a human being</li> <li>• Catholics should focus on Jesus</li> <li>• there is the risk of idolatry</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. she is a role model) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. she is a role model, for example Christians should try to be sinless like her) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
4(c) AO1	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• he chooses the Bishops</li> <li>• he interprets the Bible</li> <li>• he travels to support the Church all over the world</li> <li>• he leads all members of the Church</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving one way</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• giving two ways</li> <li>• or a developed way</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three ways</li> <li>• or a fully developed way</li> <li>• or one way reasons with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four ways</li><li>• or two developed ways</li><li>• or two ways with one fully developed</li><li>• or three ways with one developed</li><li>• or a comprehensive way</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
4 (d) AO2	<p><b>Indicative content</b></p> <p>Reason for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• most do not accept the leadership of the Pope</li> <li>• some think faith is a personal response to God</li> <li>• the Bible is the source of authority</li> </ul> <p>Reason for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• they believe in the Church as a coming together of all believers</li> <li>• some Protestants accept the authority of Bishops/priests</li> <li>• they share many of the same moral beliefs</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially correct answers	Reject	Mark
5(a) AO1	<ul style="list-style-type: none"> <li>• (the belief that) the Eucharist is simply a remembrance of the Last Supper</li> <li>• the Eucharist is a memorial meal</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• the Eucharist</li> <li>• remembrance</li> <li>• re-enactment of the Last Supper</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Any answer that defines another key word.</p> <p>(0)</p>	2

Question Number	Answer	Mark
5(b) AO2	<p data-bbox="424 271 692 300">Indicative content</p> <p data-bbox="424 338 1155 443">Answers which think that Christmas is the most important Christian festival are likely to use such evidence as:</p> <ul data-bbox="472 483 1011 584" style="list-style-type: none"> <li>• it celebrates the birth of Jesus</li> <li>• it affirms belief that Jesus is God</li> <li>• it celebrates the incarnation</li> </ul> <p data-bbox="424 624 1193 730">Answers which think that Christmas is not the most important Christian Festival are likely to use such evidence as:</p> <ul data-bbox="472 770 1166 873" style="list-style-type: none"> <li>• Christmas is too commercialised</li> <li>• the resurrection of Jesus is more important</li> <li>• all Christian festivals are important</li> </ul> <p data-bbox="424 913 1219 1048">Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p data-bbox="424 1088 783 1120">Award marks as follows:</p> <p data-bbox="424 1160 863 1191">For a personal response with:</p> <ul data-bbox="472 1196 1219 1263" style="list-style-type: none"> <li>• one brief reason (e.g. the resurrection of Jesus is more important) <b>1 mark</b></li> </ul> <p data-bbox="424 1303 863 1335">For a personal response with:</p> <ul data-bbox="472 1339 1219 1547" style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. the resurrection of Jesus is more important. Without the resurrection there would be no salvation) <b>2 marks</b></li> </ul> <p data-bbox="424 1588 863 1619">For a personal response with:</p> <ul data-bbox="472 1624 1219 1655" style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p data-bbox="424 1695 863 1727">For a personal response with:</p> <ul data-bbox="472 1731 1219 1762" style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
5(c) AO1	<p>The main meanings include:</p> <ul style="list-style-type: none"> <li>• it brings people into God's family</li> <li>• it marks the removal of original sin</li> <li>• it signifies the rejection of evil</li> <li>• it signifies that the child will be guided by Jesus</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a meaning</li> <li>• not explaining but only describing the reference</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief meanings</li> <li>• or a developed meaning</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>

Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief meanings</li> <li>• or a fully developed meaning</li> <li>• or two meanings with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
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Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using four brief meanings</li> <li>• or two developed meanings</li> <li>• or two meanings with one fully developed</li> <li>• or three meanings with one developed</li> <li>• or a comprehensive explanation using one meaning only</li> </ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Correct Answer	Partially correct answers	Reject	Mark
6(a) AO1	<ul style="list-style-type: none"> <li>• an action to show your contrition</li> <li>• a penalty given by the priest in confession</li> <li>• it is another name for the sacrament of Reconciliation/ Confession</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• any part of the Sacrament of Reconciliation</li> <li>• an example of a penance</li> <li>• a sacrament</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>		2

Question Number	Answer	Mark
6(b) AO2	<p>Indicative content</p> <p>Answers which think it is good for Catholics to receive the Sacrament of Reconciliation are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it allows people to get things off their chest</li> <li>• it brings them forgiveness of sins</li> <li>• they get advice from the priest</li> </ul> <p>Answers which do not think it is good for Catholics to receive the Sacrament of Reconciliation are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• God will forgive people who are sorry</li> <li>• it doesn't stop people sinning again</li> <li>• it's more important to change one's life</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it allows people to get things off their chest) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. it allows people to get things off their chest, and this helps Catholics to become better people.) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
6(c) AO1	<p>The main meanings include:</p> <ul style="list-style-type: none"> <li>• it is the week leading up to the Resurrection</li> <li>• it is a time of preparation for Easter</li> <li>• it is a time of remembrance</li> <li>• it marks the time when Jesus died to save people from sin</li> <li>• it is a time when Catholics attend important liturgies</li> <li>• on Good Friday Christians remember that Jesus died on the cross.</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a meaning</li> <li>• not explaining but only describing the reference</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief meanings</li> <li>• or a developed meaning</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>

Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief meanings</li> <li>• or a fully developed meaning</li> <li>• or two meanings with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using four brief meanings</li> <li>• or two developed meanings</li> <li>• or two meanings with one fully developed</li> <li>• or three meanings with one developed</li> <li>• or a comprehensive explanation using one meaning only</li> </ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

Question Number	Answer	Mark
6 (d) AO2	<p><b>Indicative content</b></p> <p>Reason for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Jesus instructed Christians to go to Mass</li> <li>• Catholics believe that Jesus is really present at Mass</li> <li>• at Mass people hear the word of God</li> </ul> <p>Reason for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is more important that they love each other</li> <li>• some people find that going to Mass doesn't help them</li> <li>• some Catholics don't go to Mass</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially correct answers	Reject	Mark
7(a) AO1	<ul style="list-style-type: none"> <li>• a religious order who live together as a group (e.g. Benedictines)</li> <li>• a group of men or women who have taken vows</li> <li>• monks/nuns living together</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• an example of a religious community</li> <li>• people living together</li> <li>• monks/nuns</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<ul style="list-style-type: none"> <li>• people who go to a church</li> <li>• the parish community</li> </ul> <p>Any answer that defines another key word.</p> <p>(0)</p>	2

Question Number	Answer	Mark
7(b) AO2	<p>Indicative content</p> <p>Answers which think that it is wrong for a Christian to be rich are likely to use such evidence as :</p> <ul style="list-style-type: none"> <li>• Jesus was poor</li> <li>• it isn't loving to be rich when others are poor</li> <li>• Jesus told the rich man to give his wealth away</li> </ul> <p>Answers which do not think that it is wrong for a Christian to be rich are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• people are entitled to what they earn</li> <li>• it is what you do with the money that matters</li> <li>• there are many rich Christians who help others</li> </ul> <p>Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it is what you do with the money that matters) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. it is what you do with the money that matters. Rich people can give lots of money to charity) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
7(c) AO1	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• they can join inter-faith groups</li> <li>• they can work to help the poor</li> <li>• they can fight against intolerance</li> <li>• they can show love for all</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving one way</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• giving two ways</li> <li>• or a developed way</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>

Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three ways</li> <li>• or a fully developed way</li> <li>• or one way reasons with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using four ways</li> <li>• or two developed ways</li> <li>• or two ways with one fully developed</li> <li>• or three ways with one developed</li> <li>• or a comprehensive explanation using one way only</li> </ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>

Question Number	Answer	Mark
7(d) AO2	<p><b>Indicative content</b></p> <p>Reason for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Jesus taught not to display religion</li> <li>• some people may be offended</li> <li>• it can be seen as showing off</li> </ul> <p>Reason for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it can be a form of Christian witness</li> <li>• the Mass is a form of displaying religion</li> <li>• Christians should be proud of their faith</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially correct answers	Reject	Mark
8(a) AO1	<ul style="list-style-type: none"> <li>• a call from God (to live the Christian life)</li> <li>• a call to live a good life</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• a calling</li> <li>• an example of a vocation</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Any answer that defines another key word.</p> <p>(0)</p>	2

Question Number	Answer	Mark
8(b) AO2	<p data-bbox="424 304 692 338">Indicative content</p> <p data-bbox="424 376 1203 477">Answers which think that the Ten Commandments help people to live better lives are likely to use such evidence as:</p> <ul data-bbox="472 483 1214 584" style="list-style-type: none"> <li>• they teach about respect for others</li> <li>• they say clearly how God wants people to live</li> <li>• they remind people to honour their parents</li> </ul> <p data-bbox="424 622 1187 723">Answers which do not think that the Ten Commandments help people to live better lives are likely to use such evidence as:</p> <ul data-bbox="472 730 1174 869" style="list-style-type: none"> <li>• they are now out of date</li> <li>• they are too negative</li> <li>• there are many moral problems they do not mention</li> </ul> <p data-bbox="424 907 1219 1043">Other approaches are possible and must be marked in accordance with the mark scheme. If you are unsure of the validity of an answer it must be sent to review.</p> <p data-bbox="424 1081 783 1115">Award marks as follows:</p> <p data-bbox="424 1153 863 1187">For a personal response with:</p> <ul data-bbox="472 1193 1214 1261" style="list-style-type: none"> <li>• one brief reason (e.g. there are many moral problems they do not mention) <b>1 mark</b></li> </ul> <p data-bbox="424 1335 863 1368">For a personal response with:</p> <ul data-bbox="472 1375 1222 1514" style="list-style-type: none"> <li>• two brief reasons</li> <li>• OR one developed reason (e.g. there are many moral problems they do not mention, such as whether people should kill in wars) <b>2 marks</b></li> </ul> <p data-bbox="424 1588 863 1621">For a personal response with:</p> <ul data-bbox="472 1628 1222 1650" style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p data-bbox="424 1688 863 1722">For a personal response with:</p> <ul data-bbox="472 1729 1222 1751" style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	4

Question Number	Indicative Content The quality of written communication will be assessed in this answer (strands i, ii, iii)	
8(c) AO1	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• Jesus says people should give money to help others</li> <li>• it reminds people that God will ensure they have all they need</li> <li>• it tells people not to store up treasure</li> <li>• it warns people against worshipping money</li> <li>• people cannot take their possessions with them</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving one way</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• giving two ways</li> <li>• or a developed way</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three ways</li> <li>• or a fully developed way</li> <li>• or one way reasons with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four ways</li><li>• or two developed ways</li><li>• or two ways with one fully developed</li><li>• or three ways with one developed</li><li>• or a comprehensive explanation using one way only</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
8 (d) AO2	<p><b>Indicative content</b></p> <p>Reason for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it summarises all the commandments</li> <li>• a good life means loving God and each other</li> <li>• Jesus taught it as the basis for a good life</li> </ul> <p>Reason for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is too general</li> <li>• people also need to obey the law of the land</li> <li>• Jesus taught other rules</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Roman Catholic Christianity in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>



